



Mathematics

Number: Multiplication and Division

Count in multiples of twos, fives and tens.

Solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

Number: Fractions

Recognise, find and name a half as one of two equal parts of an object, shape or quantity.

Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)

Compare, describe and solve practical problems for: mass/weight [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]

Place Value

Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.

Count, read and write numbers to 100 in numerals.

Given a number, identify one more and one less.

Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than, most, least.

Geometry: Position and Direction

Describe position, direction and movement, including whole, half, quarter and three quarter turns

Science

Plants

1. Planting Beans

To identify and describe the basic structure of a variety of common flowering plants by planting a bean.

- I can describe how to plant a bean. To ask simple questions and recognise that they can be answered in different ways in the context of considering what plants need to grow.
- I can suggest a question about plants and a way we could answer it.
- Bean - 1 per child plus extra
- Transparent cups - 1 per child plus extra
- Compost
- Small watering cans
- Sticky labels
- Lolly sticks

2. Wild Plants

To identify and name a variety of common wild plants by going on a wild plant hunt.

- I can identify and name common wild plants. To gather and record data to help in answering questions by finding out which wild plant is the most common.
- I can gather information to answer a question.
- Make preparations for an outdoor walk.

3. In the Garden

To identify and name a variety of common garden plants in the context of drawing a garden featuring common garden plants.

- I can identify and name some garden plants.
- Magnifying glasses

Measurement: Money

Recognise and know the value of different denominations of coins and notes.

Measurement: Time

Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.

Recognise and use language relating to dates, including days of the week, weeks, months and years.

Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later]

Measure and begin to record time(hours, minutes, seconds)

- A small selection of flowers and plants, including some with the roots attached.

4. Terrific Trees

To identify and name a variety of common wild and garden plants, including

deciduous and evergreen trees by identifying trees from their leaves.

- I can identify trees by their leaves. To identify and classify by classifying leaves as deciduous or evergreen.

- I can sort deciduous and evergreen leaves.

- Make preparations for an outdoor walk.

5. Parts of Plants

To identify and describe the basic structure of a variety of common flowering

plants, including trees by making and labelling plant pictures.

- I can identify and describe the parts of plants and trees.

- Green straws

- Sunflower seeds

- Real leaves

- Brown wool

- Cake cases

- Glue

- A4 blue card

- A4 brown card

6. How Do Plants Grow

To observe closely, using simple equipment in the context of observing the growth of bean plants.

- I can talk about how my bean plant has grown. To use their observations and ideas to suggest answers to questions by answering questions about what plants need to grow.

- I can say what plants need to grow well and give reasons for my answers.

- Individual bean plants planted in lesson 1.

- Experimental bean plants planted in lesson 1, covered



Writing

Spelling

Children will learn to spell words such as the common 'tricky' words list and words that follow their learning within their phonics sessions.

Weekly spelling tests now take place and it is important that your child learns these words each week and then begins to use these words in their writing.

Children will continue to practise writing simple sentences dictated by the teacher which contain the 'tricky' words and the phonemes (sounds) learned so far.

Handwriting

Children will continue with weekly handwriting practice.

Children should be encouraged to join the digraphs (2 letters that make one sound) even if they don't join the rest of the letters in the word.

This supports them with their spelling and fluency in their writing.

Reading

Weekly reading at home is important for your child and is a good indication of their progress in phonics and English overall. **It is now school policy for children to read at home 3 times a week, recorded in contact books.** Some children will be asked to complete activities related to their reading in preparation for Year 2.

The impact this time spent with your child is invaluable to their development and should be seen as a pleasurable time for everyone. We are able to see marked progress in those children who read regularly.

Writing

The children have made great progress with their independent writing and will continue to do so through exciting English lessons which will encourage them to **write in complete sentences using capital letters at the start of a sentence and a full stop, exclamation or question mark at the end.**

Reread what they have written to check it makes sense and **begin to correct any mistakes themselves.**

Participate in discussions, presentations, performances, role play, improvisations and debates.

Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their characteristics.

Participate in discussions, presentations, performances, role play, improvisations and debates.

SPaG

The children will work on joining clauses with and or because; adding suffixes such as adding **ing, ed, es, er** and **est**; prefixes such as **un**; the use of capital letters for pronouns and sequencing sentences to form short narratives.

Phonics

We continue to have daily targeted groups phonics sessions that are working well and allowing specific areas to be worked on in an intensive manner. Children are responding well and good progress is being made across the Year group.

As parents you can access phonics play for free www.phonicsplay.co.uk. Your child will recognise the games. If you need any support with your child's phonics and reading please do ask staff, they will be happy to help.

As part of Phase 5, your child will learn different ways of spelling phonemes (sounds). A grapheme is a letter or group of letters representing a sound.

e.g. Children will say letter names when spelling 'ai' as in rain and 'ay' as in play.

The phonics check will take place in June and children are making progress towards this.